



**Victorian Certificate of Education**  
**2007**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

**STUDENT NUMBER**

Letter

Figures

Words


--

**HISTORY: Australian History**  
**Written examination**

**Friday 9 November 2007**

**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	1	1	20
B	1	1	20
C	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 20 pages. There is a detachable insert for Section 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**

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**

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

**EITHER**

**Document A**

In looking at this rapid disappearance of the native tribes in our own district, it is a pleasing subject of reflection that, notwithstanding our having had a servant killed, others attacked, and sometimes our sheep destroyed, we have never been brought into personal collision<sup>1</sup> with them; nor have we been instrumental<sup>2</sup> in taking the life of a single individual; and, moreover, I am free to confess that, considering the wrong that has been done to the aborigines in depriving them of their country, they have shown less ferocity and have exhibited the desire to retaliate less than might have been expected.

I consider the disappearance of native tribes in this district to be owing, not to the result of encounters with the stockmen and early settlers, but to the vices introduced by the white men among them . . .

<sup>1</sup> collision = confrontation      <sup>2</sup> instrumental = responsible

Thomas Learmonth, Bunniyong, August 1853 in Bride, T F, *Letters from Victorian Pioneers*

- a. i. According to Learmonth, give **two** ways in which the Aborigines responded to being deprived of their country.

---



---



---



---

2 marks

- ii. Explain briefly what Learmonth might have meant by the phrase ‘vices introduced by the white men’. Give **one** example from your study this year.

---

---

---

---

---

---

---

---

---

---

4 marks

- iii. Based on your study of the Port Phillip District/Colony of Victoria, do you agree with the author that the ‘vices introduced by the white men’ caused ‘the disappearance of native tribes’? Use evidence to support your view.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

6 marks

- iv.** Based on your study of the Port Phillip District/Colony of Victoria, how typical was Learmonth's response to his experiences with the Aborigines? Provide evidence to support your view.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

8 marks

**Do not attempt Document B if you have completed the questions for Document A.**

**OR**

**Document B**

The population of Victoria, as I have said before, presents a marked contrast to that of England and Europe generally. As a rule, every man there is, may be, or expects soon to be, his own master; and the consciousness of this causes a spirit of independence to pervade the mass<sup>1</sup>, collectively and individually; this feeling being more especially prevalent on the diggings. Here there are not conventionalities<sup>2</sup>; no touching of hats. Men meet on apparently equal terms; and he who enjoyed the standing of a gentleman in England becomes aware, on the diggings, that his wonted<sup>3</sup> position<sup>4</sup> in society is no longer recognised; and the man, who in former days might have pulled your boots off, or served you respectfully behind a counter, shakes hands with you, and very likely hails<sup>5</sup> you by a nickname, or by no name at all.

<sup>1</sup> mass = people      <sup>2</sup>conventionalities = old-fashioned courtesies      <sup>3</sup>wonted = accustomed

<sup>4</sup>position = status      <sup>5</sup>hails = greets

Rev. Arthur Polehampton, *Kangaroo Land*, London, Richard Bentley, 1862

- b. i.** According to Polehampton, what does every man expect to become soon after arriving from England and in which part of the colony will this particularly occur?

---

---

---

---

2 marks

- ii. Explain **two** ways in which Polehampton believes social relationships were changed by people's experiences in the colony.

---

---

---

---

---

---

---

---

---

---

4 marks

- iii. Based on your study of the Port Phillip District/Colony of Victoria, identify and explain how **two** of the ideas brought by migrants from Britain and Europe contributed to the growth of the colony up to 1860.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

6 marks



**SECTION B**

**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 briefly explain **two** issues that needed to be addressed before federation was achieved in 1901.

---

---

---

---

---

---

---

---

---

---

4 marks

- b. To what extent was legislation passed between 1888 and 1914 intended to exclude some groups from participating in the Australian nation?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

6 marks





---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

10 marks  
Total 20 marks

**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. ‘Divisions in society virtually disappeared during the crisis of World War I. All were united in a common cause.’  
To what extent do you agree?

**OR**

b. ‘The response of Australians to the crisis of the Great Depression depended on many factors; however, there is no doubt that everyone suffered.’  
To what extent do you agree?

**OR**

c. ‘The crisis of World War II led only to short-term change. It did not challenge old certainties.’  
To what extent do you agree?

Total 20 marks

Either **a.**, **b.** or **c.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



**SECTION D**

**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, 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 issues 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.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---











**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**

... the “embassy” was a dignified and effective protest. It was effective partly because of the novelty of the protesters’ race (Aborigines don’t fight back), partly because of the public sympathy which made its [the embassy] presence a delicate political problem for the Government, and partly because of its dramatic position in front of Parliament House. However, it should never have been allowed to stay there. It should have been moved immediately . . .

Editorial, *The Canberra Times*, 21 July 1972

**OR**

**B. Attitudes to the Vietnam War**

On behalf of all my colleagues of her Majesty’s Opposition, I say that we oppose the Government’s decision to send 800 men to fight in Vietnam. We oppose it firmly and completely . . .

But I also offer you the sure and certain knowledge that we will be vindicated; that generations to come will record with gratitude that when a reckless Government wilfully endangered the security of this nation, the voice of the Australian Labour Party was heard, strong and clear, on the side of sanity and in the cause of humanity, and in the interests of Australia’s security.

Arthur Calwell, *Commonwealth Parliamentary Debates*, House of Representatives, 4 May 1965

**OR**

**C. Attitudes to the environment**

There are many dimensions to the dams issue. It is the most important clash between conservation and development values Australia has seen . . . The dams issue is now, with the economy, the most potent single issue in Australian politics and it is becoming more so every month . . . The Fraser Government is in a dilemma. It will suffer in Tasmania if it intervenes to stop the dam; it will suffer in the rest of Australia if it doesn’t intervene. And it has little time left to choose . . .

Editorial, *The Age*, 7 January 1983

**OR**

**D. Attitudes to immigration**

As reports came in suggesting that more than 60 refugee boats were heading to Australia, the Prime Minister (Mr Fraser) said yesterday that the number of refugees admitted to Australia would be limited.

... Mr Fraser said he believed Australia should admit ‘many thousands’ of Vietnamese refugees. But he said there would be increased surveillance and early detection of refugee boats sailing to Australia from Southeast Asia.

He would not rule out the possibility of boats being turned away by the Australian Navy or of Vietnamese refugees being flown back to Southeast Asia.

... The Northern Territory Chief Secretary (Mr Paul Everingham) sent urgent telex messages to Mr Fraser and the Defence Minister (Mr Killen), describing the Vietnamese influx as an unofficial invasion . . .

Article, *The Courier Mail*, 26 November 1977

**END OF INSERT FOR SECTION D**