

STUDENT NUMBER Letter

HISTORY: AUSTRALIAN HISTORY

Written examination

Thursday 10 November 2016

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.

**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 criteria set out on page 24.

Question 2 (20 marks)

To what extent was the vision of a 'White Australia' the dominant force that shaped the new nation between 1890 and 1920?

OR

Question 3 (20 marks)

To what extent did the Australian experience in World War I disrupt the optimism underpinning the new nation?

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 and 5 on page 3 of the insert if you choose to respond to Question 4.

Refer to Sources 6 and 7 on page 4 of the insert if you choose to respond to Question 5.

Question 4 (20 marks)

- a. What do Source 4 and Source 5 reveal about the wellbeing of many individuals and groups during the crisis of the Great Depression?

4 marks

b. Do Source 4 and Source 5 accurately reflect the shared experience of the Great Depression in Australia?

6 marks

OR

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

Question 5 (20 marks)

- a.** What do Source 6 and Source 7 reveal about the reasons for Australia's involvement in World War II?

4 marks

- b. From Source 7, identify and explain **two** changes that were called for in order to achieve 'total war'.

6 marks

- c. To what extent were the Menzies Government (1939–1941) and the Curtin Government (1941–1945) able to maintain the cohesion of Australian society during World War II? 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**

Discuss to what extent loyalty to the United States united the Australian people in support of involvement in the Vietnam War. Use evidence to support your response.

Question 7 (10 marks)**Aboriginal land rights**

Evaluate the success of the strategies that were adopted by Aboriginal and Torres Strait Islander communities and leaders in their push for land rights. Use evidence to support your response.

Question 8 (10 marks)**Equality for women**

Evaluate the extent to which demands for workplace equality for women resulted in widespread change to traditional gender roles in Australia. Use evidence to support your response.

Question 9 (10 marks)**New patterns of immigration**

Discuss to what extent the introduction of the new policy of multiculturalism in 1973 reflected a change in Australian attitudes to immigration. Use evidence to support your response.

Question 10 (10 marks)**A global economy**

To what extent did the rise of the theory of economic rationalism lead to change in the Australian economy? Use evidence to support your response.

Question no.

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**

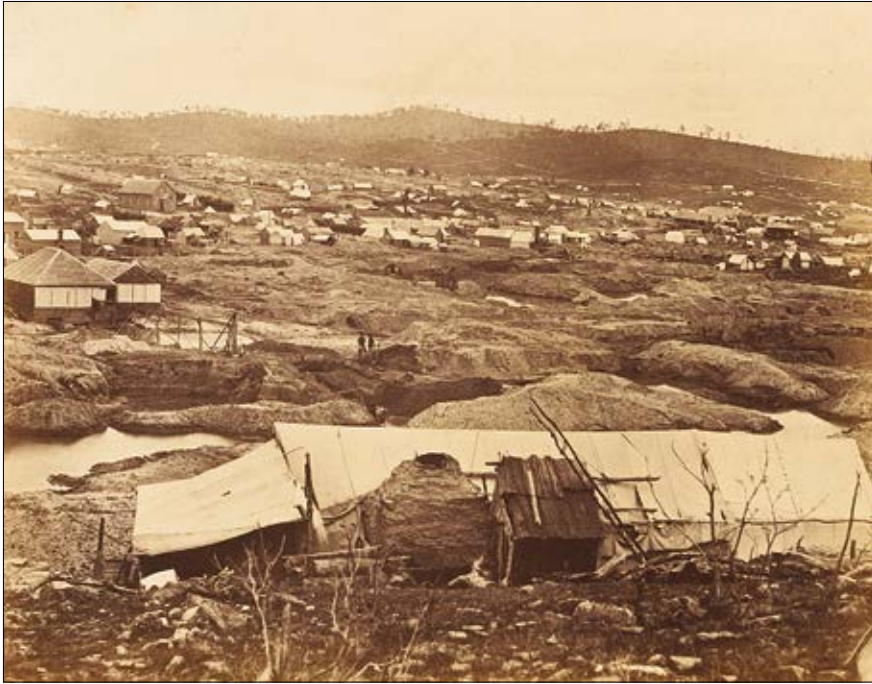
Both sides viewed land in absolute terms; that is, they believed they should hold it without restriction. Both sides had their *all* invested in the coming struggle over land. Aboriginal clans were owners by customary right and the acts of the great ancestors who had made the land and entrusted it to them. Land to them was much more than the source of their livelihood, and it certainly was not conceived of as property that could be traded, bought and sold. It was their mother, their spiritual essence, to which they were bound by their Great Tradition and by the totemic ties¹ they shared with other living things on it. They traversed a landscape heavy with religious meaning, from which they could not be parted. Europeans too came with a love for land, but their love was essentially different. Europeans could be sentimental over land and be prepared to die for it, but their ideas about it were bound up with personal power and wealth as well as affection. The shift in Britain from communal to capitalistic ideas about land in the eighteenth century caused land to be seen as a potent form of individualistic property to be held and enjoyed in an absolute way and thus capable of being bought and sold.

Source: Richard Broome, *Aboriginal Victorians: A History Since 1800*, Allen & Unwin, Crows Nest, 2005, p. 70

¹**totemic ties** – symbolic links/connections

Source 2

Photograph of gold diggings at Forest Creek (Castlemaine, Victoria)



Source: Richard Daintree, *Old Post Office Hill. Forest Creek*, photograph, 1858;
State Library of Victoria

Source 3

Source: ST Gill, *Hut Door*, drawing, 22.7 cm (diameter), 185–;
National Library of Australia, Rex Nan Kivell Collection, NK6833/B

END OF SECTION A

SECTION C

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

Source 4

Photograph of schoolchildren lining up for free soup and bread at Belmore North Public School, NSW, 2 August 1934



Source: Sam Hood, *Schoolchildren line up for free issue of soup and a slice of bread during the Depression*, photograph, 2 August 1934; State Library of New South Wales

Source 5

MELBOURNE HOSPITAL APPEAL TO MEET AN URGENT NEED

By Vesta

The president and committee of the Melbourne Hospital are asking for special assistance from the public, in order that they may be able to wipe out their overdraft¹ ... It would not, I think, be necessary to commend this appeal to my readers, but for the fact that all of us have had to carry on for the last three years with reduced incomes, some very seriously reduced ...

When we set out to cut down expenditure in our homes we begin by cutting out the luxuries. Once that is done we have to deal with things that are necessary. Curtains and cushions must last a little longer before being replaced ... Sheets must be mended more and more. Pillowslips must be patched. Cheaper food, necessitating more skill in cooking, must be used. However hard we work, we must see the beauty of the home becoming dimmed, the efficiency of utensils diminished, the comfort growing a little less. Consider this position with regard to a great hospital like the Melbourne, and remember that any impairment of its efficiency will almost immediately react on the people.

Source: Vesta, 'Melbourne Hospital Appeal (to Meet an Urgent Need)', *The Argus* (Melbourne), 14 February 1934

¹overdraft – debt owed to a bank

Refer to Sources 6 and 7 if you choose to respond to Question 5.

Source 6

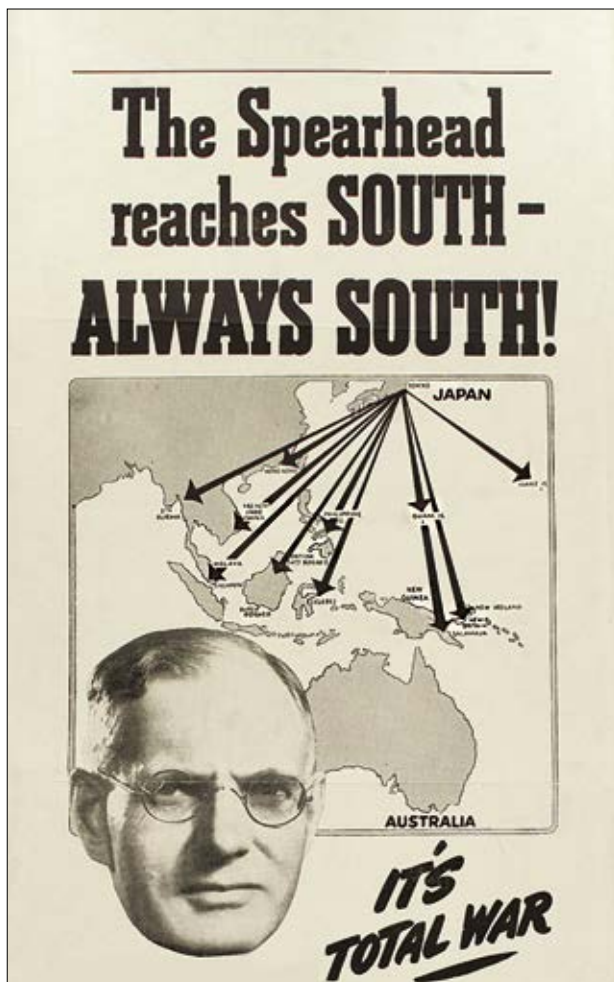
Wartime radio broadcast by Prime Minister Robert G Menzies, 3 September 1939

Fellow Australians, it is my melancholy duty to inform you officially that, in consequence of the persistence of Germany in her invasion of Poland, Great Britain has declared war upon her, and that, as a result, Australia is also at war. No harder task can fall to ... a democratic leader than to make such an announcement. Great Britain and France, with the cooperation of the British Dominions, have struggled to avoid this tragedy. They have, as I firmly believe, been patient; they have kept the door of negotiation open; they have given no cause for aggression. But in the result their efforts have failed and we are, therefore, as a great family of nations, involved in a struggle which we must at all costs win, and which we believe in our hearts we will win ...

Source: Australian War Memorial

Source 7

Part of a wartime leaflet depicting Prime Minister John Curtin



IT'S TOTAL WAR

AUSTRALIANS, you must be seized with the dire fact that we are in imminent and deadly peril. The spearhead of the Japanese hordes reaches south—*always south*.

...

For many of you, life still moves along pleasant paths. For many, the working pace of peace time has not given place to the pressure appealed for in war production. For many of you, readiness to provoke strikes or lockouts suggests an ignorance of, or disregard for, national and personal security.

Those things cannot continue. We are now a nation compelled to fight, to organise every resource we have as an indispensable contribution to the total war effort of the united people.

Those Australians who are fighting, working, adapting themselves grimly to a wartime way of life cannot be let down by a careless, carefree section who may wreck the whole future of our race.

...

Dictators FORCE obedience. Democracy requests it, but in wartime, observance of regulations MUST be a rigid rule for all.

Source: 'The Spearhead reaches SOUTH - ALWAYS SOUTH', leaflet, c. 1939-1945; Commonwealth of Australia, Australian War Memorial

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