

STUDENT NUMBER Letter

HISTORY: AUSTRALIAN HISTORY

Written examination

Friday 16 November 2018

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 assessment criteria set out on page 24.

Question 2 (20 marks)

‘The visions underlying an Australian identity had become a reality by 1914, but the outcomes were uneven for different groups in society.’

To what extent do you agree?

OR

Question 3 (20 marks)

To what extent were the visions underpinning the new nation confirmed by Australia’s participation in World War I?

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 did the Vietnam War being presented as a ‘television war’ contribute significantly to the debate about Australia’s involvement? Use evidence to support your response.

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

To what extent did the Aboriginal Tent Embassy’s five-point plan (policy) and legal action in the Australian courts bring about significant change in Aboriginal land rights in the years to 2000? Use evidence to support your response.

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

To what extent did legislation for equal pay in 1969 and in 1972, and the equal opportunity laws of 1984, significantly affect the equality of women in Australian society? Use evidence to support your response.

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

To what extent did the end of immigration policy based on race reflect or significantly change Australia’s relationships with Asia? Use evidence to support your response.

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

To what extent did Australia become a significant player in the global economy through changes to its tariffs, financial deregulation and privatisation of government-owned assets? Use evidence to support your response.

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

Painting of the gold diggings in Ararat, c. 1858



Source: Edward Roper, *Gold diggings, Ararat, 1858?*, painting; Dixon Galleries, State Library of New South Wales

Source 2

Extract from a book by William Howitt, first published in 1855

We have begun to destroy the beauty of this creek. It will no longer run clear between its banks, covered with wattles and tea-trees, and amongst its shallow parts overgrown with foreign-looking shrubs, flags, and cypress-grass. A little while, and its whole course will exhibit nothing but nakedness, and heaps of gravel and mud. We diggers are horribly destructive of the picturesque¹.

Source: William Howitt, *Land, Labour, and Gold or, Two Years in Victoria with Visits to Sydney and Van Diemen's Land*, Volumes I and II, facsimile edition, Sydney University Press, 1972, p. 205

¹**picturesque** – beautiful scenery

Source 3

Extract from the 1853 Bendigo goldfields petition

That in the present impoverished conditions of the Gold Fields the impost¹ of Thirty Shillings a Month is more than Your Petitioners can pay ...

...

That in consequence of the Squatter Land Monopoly a large proportion of Successful Diggers who desire to invest their earnings in a portion of land are debarred² from so doing

...

That in consequence of Armed Men (many of whom are notoriously bad in characters) being employed to enforce the impost of Thirty Shillings a Month there is much ill feeling engendered³ amongst the Diggers against the Government

That in consequence of the non-possession by some of the Miners of a Gold Diggers License some of the Commissioners appointed to administer the Law of the Gold Fields have on various occasions Chained non-possessors to Trees and Condemned them to hard labor ...

That the impost of Thirty Shillings a Month is unjust because the successful and unsuccessful Digger are assessed in the same ratio

Source: 'The 1853 Bendigo goldfields petition', August 1853; State Library of Victoria, Manuscripts Collection, MS 12440

¹**impost** – fee, tax

²**debarred** – prevented

³**engendered** – produced

SECTION C

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

Source 4

Photograph of a shanty (temporary home) taken at Dudley Flats, West Melbourne, in the 1930s



Source: Frederick Oswald Barnett, *West Melbourne. The front view of a 'Dudley Mansion'*, photograph, c. 1935; F Oswald Barnett Collection, State Library of Victoria

SECTION C – continued

Source 5

Memories recounted by Ruby Kane, member of a committee investigating which families should be given relief in Richmond, Melbourne, in the 1930s

We used to go round and investigate homes, and the people – honestly it'd break your heart. They'd sold their furniture, they'd sold everything. And we investigated one place and it was the saddest and most genuine I've ever seen. A chappie and his wife lived on top of a place up in Church Street and they had two little boys. There was nothing on the floor and you could have eaten off those boards – they were scrubbed. And the two little white blouses hanging in the corner with a sheet over them – spotless clean – everything was spotless. And I came back to the Town Clerk: 'It would make you cry Mr Blazey, they're so genuine'. And fortunately I met the man in the tram some time afterwards, and he'd got a job at the *Herald* office and I said, 'I'm thankful, for if anyone deserved to get on¹ you deserved it'. But others lost heart and got so depressed. And we had the crooks too. There was a family at the back lane here ... She came up and filled the form to be put in and we had the parcel all ready for her and he came up, signed for it and collected it. She came up and the parcel was gone – he'd taken it to the second-hand shop and spent it on booze. These were the sad things you heard. It was a dreadful time.

Source: Ruby Kane quoted in Janet McCalman, *Struggletown: Public and Private Life in Richmond, 1900–1965*, Melbourne University Press, Carlton, 1984, p. 159

¹**to get on** – to improve their circumstances

Source 6

One historian's perspective on the impact of the Depression

As devastating as the depression was, some people in the more comfortable classes in society had been able to maintain their security and income. It has been pointed out that people who held steady employment during the depression could have been better off than before, because of the fall in prices for goods and services. Besides, a fortunate minority still possessed money they needed to invest. Such people were able to take advantage of the prevailing low prices to acquire property, often at bargain-basement prices.

...

Because labour and materials were cheap, solid brick houses could be produced with a high standard of fittings and services for the same price as weatherboard homes of a lower quality had cost before the depression.

Source: Don Garden, *Builders to the Nation: The AV Jennings Story*, Melbourne University Press, Carlton, 1992, pp. 15 and 17

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

Source 7

Cartoon by William Mahony, February 1942



Source: William Mahony, *Long-Distance Thinking*, cartoon, *The Daily Telegraph*, 12 February 1942

Source 8

Meryl Stone's memories of life in Townsville, 1942

The Yanks [Americans] arrived early in 1942. I remember waking up one morning and Mum calling us to come and see what had happened. There were trucks and tents everywhere – alongside the railway lines leading to the wharf ... They gradually dispersed to more permanent camp sites. Things really got buzzing then. Air strips were laid ... Roads were built, hospitals established ...

Source: Meryl Stone quoted in Darryl McIntyre, *Townsville at War 1942: Life in a Garrison City*, Townsville City Council, Townsville, 1992, pp. 28 and 29

Source 9

Bob Bahnsen's memories of World War II

I would say that within six months, when it became apparent that we weren't going to be overrun after all, public sentiment changed and the attitude to the Americans changed quite a lot. I can remember being on the Manly ferry one evening and I could hear two girls and their Australian boyfriends singing an anti-American song – and that was only six months. So from being saviours and heroes, they very quickly wore out their welcome.

I think it was inevitable. They really cut a swathe through¹ the female population, there is no doubt about that, and this was resented, it would have been resented by parents, and by the brothers of the girls who were got into trouble², as they used to call it ... Once the threat was gone, once we didn't feel that we needed them anymore, we very quickly became ungrateful.

Source: Bob Bahnsen quoted in Joanna Penglase and David Horner, *When the War Came to Australia: Memories of the Second World War*, Allen & Unwin, St Leonards, NSW, 1992, p. 170; reproduced with permission of Allen & Unwin Pty Ltd

¹cut a swathe through – had a strong effect on

²got into trouble – became pregnant